



EYFS Literacy Curriculum at Brownlow Fold



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Purpose of Study

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential. The EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

Aims

At Brownlow Fold Primary School we are committed to providing a high quality Early Years education which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the statutory framework for the Early Years Foundation Stage.

We aim to –

- Provide a stimulating, child-centred curriculum, which inspires pupils to learn.
- Promote challenge in a safe and nurturing environment.
- Develop pupils that are confident, resilient, self-assured learners with excellent attitudes to learning.
- Work collaboratively with all stakeholders (home / school / child / governors / community).
- Ensure that pupils are safe and feel safe at all times.
- Encourage curiosity, enthusiasm and independence.
- Engender within school a caring and sharing ethos where children, parents and staff feel welcome, valued and respected.
- Teach children to respect each other and themselves.

Curriculum Design, Methodology, Pedagogy and Teaching Approaches

Our EYFS curriculum and approach to learning is guided by the EYFS Statutory Framework. The EYFS is about what children learn, as well as how they learn. Our effective practice is a mix of different approaches taken from research, experience and professional development creating a wider understanding of the unique child and their needs. Children learn through play, by adults modelling, by observing each other and through adult-guided learning. These strategies underpin our curriculum and can be seen within our practise.

There are seven areas of learning and development within the early years; these are split into the prime and specific areas. The prime areas are: communication and language, physical development and personal, social and emotional development. These three prime areas reflect the key skills all children need to develop and learn effectively, and ensure that when they leave Reception, they are ready for the move to school. We focus strongly on the three prime areas, as we know they are the basis for successful

learning in the specific areas. The four specific areas are: literacy, mathematics, understanding the world and expressive arts and design. All seven areas of learning and development are important and inter-connected through our progressively mapped and sequenced EYFS curriculum which is carefully aligned with our Key Stage One and Two curriculum and national curriculum subjects.

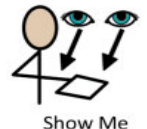
Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Our EYFS team respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. In planning and guiding children's activities, adults will reflect on the different ways that children learn and incorporate these into their practice.

There are three characteristics of effective teaching and learning which underpin our curriculum: playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our curriculum is developed to prioritise sequential, progressive learning, where pupils know more and can do more, building on what they have been previously taught. It is also designed to be responsive to the needs of our children, families and community.

We believe that in order for children to succeed during their time in primary education, the time spent in EYFS year must provide every child with an excellent start to school life. The Reception day allows the children to fully explore our continuous provision and also includes short and specific lessons. There are focused lessons in phonics, reading, writing and mathematics every day alongside topic-based lessons to support their developing understanding of the world around them. This rich learning environment provides every one of our pupils with the core skills and knowledge they need to succeed. We know that the youngest members of our school community thrive when they are a part of the wider school and this provides them with many opportunities to learn and grow from their older peers; our reception children learn our whole school routines and join the whole school for assemblies, playtimes, lunchtimes.

EYFS Principles of Direct Instruction

<u>Review:</u>	<u>Modelling & Explanations:</u>	<u>Guided Practice:</u>	<u>Checking for Understanding:</u>	<u>Independent Practice:</u>
Each lesson contains a short review of previous learning to strengthen connections and recall.	Models and worked examples are provided to demonstrate learning in action (I DO)	Practice is guided by the teacher as pupils begin to practice new learning. Teachers offer support and prompts (WE DO)	The teachers continuously check for understanding by asking questions and giving feedback.	The teacher monitors independent practice, ensuring learning become automatic (YOU DO)
				

<u>Small Steps:</u> New material is presented in small steps with opportunities to practise, reducing cognitive overload. 	<u>Questioning:</u> Children are asked lots of questions and responses checked for pupil understanding. 	<u>Scaffolding:</u> The teacher provides temporary support and scaffolds for difficult tasks which is gradually removed. 	<u>High Success Rate:</u> Aim for a high success rate during instruction to build confidence and to promote motivation. 	<u>Review:</u> The teacher facilitates daily, weekly and monthly retrieval practice to strengthen knowledge and promote automatic recall. 
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Strategic Focus:

At Brownlow Fold, the strategic goal across EYFS is achievement for all. The strategic goal for the Early Years Foundation Stage is to give every child the best possible start in life by ensuring they are healthy, safe, and ready for school. This is achieved by improving the quality, and accessibility of the early years education and care we provide, and ensuring all children, especially those from disadvantaged backgrounds, have equal opportunities to succeed. Key objectives include promoting good physical and emotional development, making sure children have the necessary skills for reception and key stage one.

Addressing the Needs of the Bottom 20% in Reading

At Brownlow Fold we place a particular emphasis on supporting the lowest 20% of readers. Without secure reading skills, pupils risk falling behind across all areas of learning. Early identification and intervention ensure that children receive the support they need to close gaps, build confidence, and develop positive attitudes towards reading. Through early identification of our bottom 20% readers we will provide additional opportunities for shared reading and additional adult interactions to support and deepen development. Reading home reading and library books together. Explicitly ensuring that this group of children have access to high quality interactions every day. Additional 1:1 phonics time for practise and application. We will focus on targeted interventions like small group or 1:1 phonics, personalise the curriculum through adaptive teaching, and build strong partnerships with parents. We will ensure a language-rich environment and vocabulary rich environment is provided alongside explicit teaching opportunities to best support our children.

Key features of our approach to support the bottom 20% readers:

- **Systematic use of assessment** – to monitor progress closely and highlight gaps in knowledge and skills.
- **Structured interventions** – including additional phonics, precision teaching, and reading opportunities tailored to need.
- **Skilled adult support** – deploying trained staff to deliver intensive, high-quality teaching.
- **Motivation and engagement** – fostering positive attitudes to reading through carefully chosen texts that are both accessible and enjoyable.
- **1:1 readers – priority for bottom 20% readers** - ensuring children consolidate their phonics knowledge, apply skills in context, and move towards becoming fluent, confident readers who enjoy books and stories.

Adaptive teaching in EYFS

Cognition and Learning

Visuals on lanyards are used to support play.
Using now and next boards.
Visual timetables referred to throughout the day.
Revisiting, reviewing and retrieving knowledge and skills happens regularly in EYFS.
Positive praise for the smallest achievements.
Promoting a growth mind-set.
We use a range of teaching and learning styles.
We have levelled provision which is inclusive and accessible for all.
Following the children's interests to gain their full potential when learning new skills.
Creating a nurturing environment where the children feel safe and happy.
All staff continuously developing their own awareness and understanding of SEND through CPD.
Motivate and challenge learners – so they can independently excel and achieve.
Building relationships with families and sharing good practise with families to support SEND at home.
Focus on children's wellbeing.
The voice of the child is present in assessments.
Staff complete detailed observations to gain a full understanding of the children.

Communication and Interaction

Gestures, visuals and objects are used to support children with communication skills.
Programmes such as Wellcomm, ELKLAN, Nursery/Reception narrative and Language through listening are all programmes which are used throughout EYFS to support children with SEND.
Visuals on lanyards are used to support play.
Vocabulary displayed in the learning environment to support staff with supporting children's language development (specific to each child).
Positive praise for the smallest achievements.
High quality interactions between adults and children.

Social, Emotional and Mental Health

Using now and next boards.
Visual timetables referred to throughout the day.
Positive praise for the smallest achievements.
Creating a nurturing environment where the children feel safe and happy.

Sensory and/or Physical Needs

We have levelled provision which is inclusive and accessible for all.
Quiet spaces available.
Sensory toys available.
Creating a nurturing environment where the children feel safe and happy.

Explicit Teaching of Vocabulary

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The quantity and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

We include tier 2 vocabulary in our curriculum to link alongside the texts we cover to ensure that all children are exposed to a more varied vocabulary. This vocabulary is introduced and taught explicitly.

We know that oracy is a life skill and pivotal in improving educational outcomes, economic viability, literacy, and emotional skills as well as developing personal development (well-being, self-esteem, confidence, citizenship). The ability to communicate effectively is a fundamental ingredient to success in both early years and beyond.

Oracy

The need for high-quality oracy provision in the Early Years Foundation Stage is more important than ever. An explicit and deliberate focus on developing children's oracy skills, including teaching and modelling language, vocabulary, and social communication skills and creating thoughtful opportunities for collaborative talk can set children up for success through the rest of their schooling.

While all children benefit from opportunities to learn *to* and *through* talk, listening and communication in the Early Years, some studies suggest these opportunities are particularly beneficial to children from socio-economically disadvantaged backgrounds.

Make every conversation count

Our Early Years classrooms are full of opportunities for meaningful talk — from spontaneous conversations during continuous provision to more structured moments like circle time and story time. These interactions play a vital role in children's language development and understanding of the world around them.

Oracy EYFS Outcomes

Early Learning Goals

- Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Communication and Language: Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Oracy Progression

Progression of skills – EYFS

Physical

- I can speak clearly and be understood
- I can speak clear and be heard
- I can look at who is talking and who I am talking to
- I can use gestures to support meaning in play

Linguistic

- I can use talk in play to practice new vocabulary
- I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Cognitive

- I can use talk in play to practice new vocabulary
- I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Social and Emotional

- I can look at someone who is speaking to them
- I can take turns to speak when working in a group

Teaching Ideas

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully.
- E.g. A shopkeeper, doctor, vet through continuous provision area
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

Experiences

- To speak to a partner during whole class teaching
- Provide pupils with opportunities to speak for an extended period about something they are interested in, for example a favourite toy or what they did at the weekend
- Ask a question to a visitor in school

ShREC Approach

Sh: Share attention

This involves being at the child's level, paying close attention to what they are focused on and being present in the moment together.

In doing this, you show the child that you have a genuine interest in what they are doing, and it is a great way to build a relationship with them. Being on their level allows you to focus clearly on what they look at, do and say, whilst also allowing the most organic situation for conversation to take place.

R: Respond

This includes following the child's lead and also responding to their non-verbal and verbal communication. You could comment on what they can see, hear or feel, modelling language or new vocabulary. It could also involve you narrating their activity or making links between the current situation and a previous one.

E: Expand

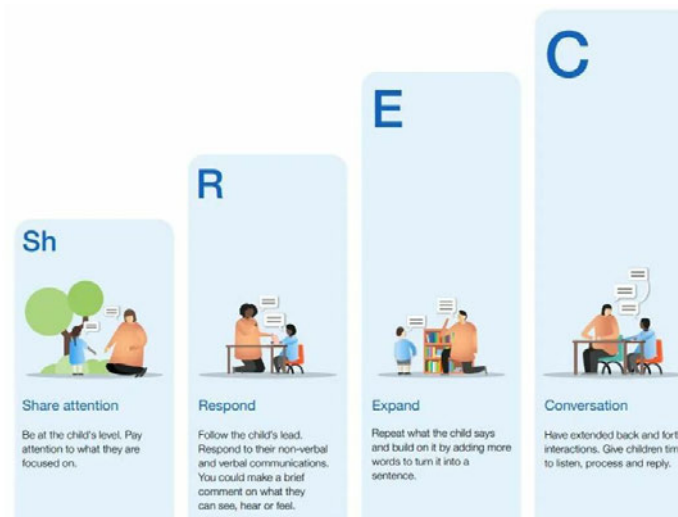
This might include repeating what the child says and building on it by adding more words to turn it into a sentence, being aware that you are following the pupil's lead and not forcing them to repeat you.

Additional guidance from the EEF details how educators can support progress by pitching their responses just above where the pupil is currently working, for example, 'if a child gives a one-word response such as 'dog', the adult should expand on what they say by repeating and building on this utterance by adding a few more words: 'Yes, it's a dog. A big/small/friendly/brown dog!'.

C: Conversation

This includes having extended back-and-forth interactions where you give children time to listen, process and reply. Modelling and scaffolding conversation skills involve giving pupils ample opportunities to talk, receive feedback, ask questions, lead discussions and share ideas.

The EEF encourages educators to use open questions to invite pupils to expand on their ideas.



Snack and chat

“Snack and chat” in EYFS is a purposeful, relaxed time where children share a snack while engaging in meaningful back-and-forth conversations with adults and peers. This routine supports language development by creating natural opportunities for children to express ideas, listen to others, build vocabulary, and develop conversational skills. Staff model turn-taking, ask open-ended questions, and encourage children to talk about their experiences, helping to strengthen communication, confidence, and social interaction in a familiar, nurturing context.

Sustained shared thinking

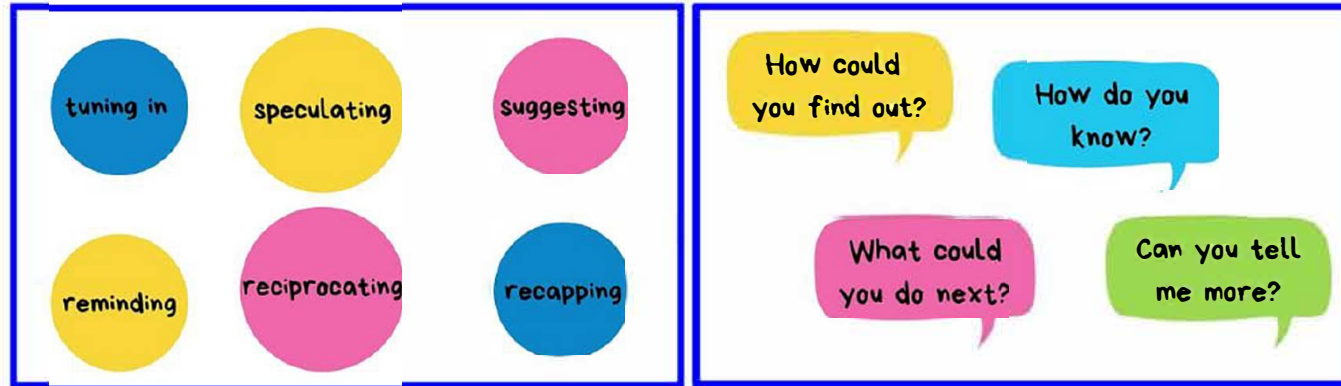
Sustained Shared Thinking helps children to develop their thinking skills as they are encouraged to be curious, think critically and problem solve. This positively impacts their overall learning and development as children engage in deeper thinking in all areas of learning. Sustained shared thinking is when two or more individuals ‘work together’ in an intellectual way. It can happen between a child and a practitioner or between two children.

There are many ways to support sustained shared thinking in settings and these can include an adult:

- showing genuine interest
- respecting children's own decisions and choices and inviting them to elaborate
- using encouragement to further thinking
- offering an alternative viewpoint

It can be useful to use questioning to help encourage children’s reflection and extend their thinking.

Questions could include:



EYFS Communication Champions

Here we have our EYFS champions.

These children have been selected to be Communication Champions because:

- *They model good use of language to their peers.
- *They help their peers to communicate their needs.
- *They model good turn-taking.
- *They model good listening.

Throughout this year, the champions will work with Miss Morris to support our development of communication across EYFS.

Early Years Intent

At Brownlow Fold Primary School, we provide our children with a curriculum that is developed to prioritise sequential, progressive learning, where pupils know more and can do more, building on what they have been previously taught. It is also designed to be responsive to the needs of our children, families and community. Every child is unique individual and we celebrate and respect our differences within the school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals, ready to reach their full potential in an ever-changing world. Our EYFS curriculum recognises children's prior learning and various starting points, and creates a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future. We enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including oracy. At Brownlow Fold Primary School, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Enabling, high quality and warm environments, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1.

Early Years Implementation

At Brownlow Fold Primary School, we create an inclusive, happy, safe, nurturing and supportive environment which stimulates the children's curiosity and sustains a desire to learn, with an appreciation of the unique gifts and talents of both themselves and their peers. We foster a sense of 'awe and wonder' in the world, through our rich cultural capital opportunities, so that our children can define and achieve their dreams and ambitions for the future. We deliver a flexible, imaginative, broad, balanced and relevant curriculum and we recognise the impact that well-developed personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum. We apply our highest expectations of teaching and learning, taking into account the most effective research-based approaches to support all of our children to know more, remember more and apply more of our curriculum. These high expectations are linked explicitly and progressively to Reception's end points, whilst looking ahead to year 1 and all subject areas. We inspire a love and appreciation of both individual and collaborative learning in the pursuit of knowledge and the application of skills. We work hard to develop positive relationships with our parents and carers and play our part within the community. We endorse a 'Growth Mind-set' theory at Brownlow Fold has proven a great way to help our pupils become engaged with learning. We teach the children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning, even when they find work challenging.

Early Years Impact

We have robust assessment systems which incorporate the following to measure impact:

- Baseline assessments - informed by transition from nursery to reception. Staff visit children in nursery settings and use transition paperwork from school and the LA to gain an understanding of the whole child and where they are at.
- During the first half term, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

- The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.
- Children in Reception also complete the Brownlow Fold baseline assessment to give us a clear starting point for learning.
- Staff are trained in delivering WellComm interventions for those children who need a more specific individual intervention based on identified needs in communication and language.
- Regular and ongoing assessment and professional dialogue between Early Years staff enables the children to meet high expectations and show good progress. This is recorded and analysed in line with the whole school assessment cycle. At the end of the academic year, the children in Reception are assessed against the EYFSP, this data is shared with the local authority.
- Observations are used to inform weekly planning and identify children's next steps. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / mark making.
- Monitoring of teaching and learning is rigorous and in turn supports staff and children's progress as well as providing clear steps for professional development.
- A focus on professional development for staff ensures that our practitioners are up to date with their training and allows for the delivery of our teaching to be as up to date and meet the needs of all children in our care.

Curriculum Content – Nursery

Characteristics of Effective Teaching and Learning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.					

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4-year olds: 	- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Sing a large repertoire of songs. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Pay attention to more than one thing at a time, which can be difficult - Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use longer sentences of four to six words. - Start a conversation with an adult or a friend and continue it for many turns - Enjoy listening to longer stories and can remember much of what happens. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story - Use a wider range of vocabulary - Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions					
Reception ELG:	<u>Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.					

Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4 year olds:	• Become more outgoing with unfamiliar people, in the safe context of their setting. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Show more confidence in new social situations. • Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Make healthy choices about food, drink, activity and tooth brushing. • Develop their sense of responsibility and membership of a community. • Understand gradually how others might be feeling.					
Reception ELG:	<u>Self-Regulation</u> *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> *Work and play cooperatively and take turns with others. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and to others' needs.					
	PSED is embedded throughout our daily routine, continuous provision and adult-led learning experiences. Children are supported with self-regulation, managing themselves and building relationships. In Nursery, we support children in developing independent skills, social and emotional development. We promote and support self-care skills as well as food awareness. Ways in which we do this are: • Through stories					

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| | <ul style="list-style-type: none">• Circle time• Snack time• Tooth brushing• Simple routines with visual support• Modelling from adults• Turn taking games• Role play• Collaborative play• Outdoor play |
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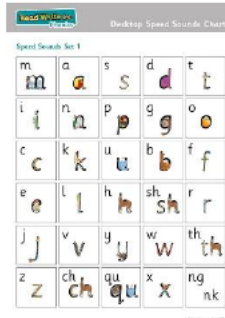
Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4-year olds: 	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Use a comfortable grip with good control when holding pens and pencils. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.					
Reception ELG:	<u>Gross Motor Skills</u> *Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills</u> *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. *Use a range of small tools, including scissors, paintbrushes and cutlery. *Begin to show accuracy and care when drawing.					

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4-year olds: 	Understand the five key concepts about print: print has meaning.	Understand the five key concepts about print: page sequencing. Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: the names of the different parts of a book. Develop their phonological awareness, so that they can: count or clap syllables in a word.	Understand the five key concepts about print: we read English text from left to right and from top to bottom. Develop their phonological awareness, so that they can: spot and suggest rhymes.	Understand the five key concepts about print: print can have different purposes. Write some or all of their name. Write some letters accurately.	Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Reception ELG:	<u>Comprehension:</u> *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary *Anticipate (where appropriate) key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <u>Word Reading:</u> *Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words consistent with their phonic knowledge by sound-blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing:</u> *Write recognisable letters, most of which are correctly formed *Spell words by identifying sounds in them and representing the sounds with a letter or letters. *Write simple phrases and sentences that can be read by others.					

Phonics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre Phonics Super Sounds  	Step 1 Phonics Step 2 Phonics Let's learn to make, match and copy everyday sounds. Let's learn to make, match and copy lots of sounds with our voices and bodies.	Step 2 Phonics Step 3 Phonics Let's learn to make, match and copy lots of sounds with our voices and bodies. Let's learn to break words into syllables by playing with rhythm	Step 3 Phonics Step 4 Phonics Let's learn to break words into syllables by playing with rhythm Let's learn to break spoken words into chunks by hearing, copying and making rhymes.	Step 4 Phonics Step 5 Phonics Let's learn to break spoken words into chunks by hearing, copying and making rhymes. Let's learn to hear the similarities and differences in spoken sounds at the start of words	Step 6 Phonics Let's learn to hear to hear and say separate sounds in words, ready for making and reading words when school starts Read Write Inc	Read Write Inc 

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4 year olds:	Begin to make sense of their own life-story and family's history. Explore how things work. Continue developing positive attitudes about the differences between people.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Use all their senses in hand-on exploration of natural materials.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Show interest in different occupations.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception ELG:	<u>Past and Present:</u> *Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <u>The Natural World</u> *Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

Expressive Arts and Design

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3&4 year olds:	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.		Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Draw with increasing complexity and detail, such as representing a face with a circle and including details.		Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour-mixing.	
3&4 year olds:	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Play instruments with increasing control to express their feelings and ideas. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know.					
Reception ELG:	<u>Creating with Materials</u> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used. *Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u>					

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| | <ul style="list-style-type: none">*Invent, adapt and recount narratives and stories with peers and their teacher.*Sing a range of well-known nursery rhymes and songs.*Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |
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Within continuous provision there are planned weekly opportunities linking to our themes/key texts where children can further develop and apply the skills they have learnt during our learning about each artist and designer. Children will have daily opportunities to access a variety of materials to create, mark make, design and sculpt, both adult-led and child-initiated.

There will also be regular learning opportunities to make, bake and cook.

Each half term the children draw their self-portrait. This is used as an informal assessment tool to support children's fine motor and drawing skills.

Nursery Rhymes and songs are sung daily. The children have access to nursery rhymes and musical instruments within continuous provision.

Singing is part of our daily routine when teaching and during continuous provision.

British Values

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Curriculum Content – Reception

Characteristics of Effective Teaching and Learning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.					

Communication and Language

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Links: English	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems , and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Prior Learning 3-4 year olds	- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Sing a large repertoire of songs. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Pay attention to more than one thing at a time, which can be difficult - Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use longer sentences of four to six words. - Start a conversation with an adult or a friend and continue it for many turns - Enjoy listening to longer stories and can remember much of what happens. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story - Use a wider range of vocabulary - Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions					
Strands: Listening, Attention and Understanding	Engage in story times. Listen carefully to rhymes and songs,	Listen to and talk about stories to build familiarity and understanding.	Develop social phrases. Use new vocabulary in different contexts.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	ELG: Listening, Attention and Understanding	

Speaking 	paying attention to how they sound. Understand how to listen carefully and why listening is important. Learn new vocabulary.	Learn rhymes, poems and songs. Use new vocabulary through the day.	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives.	*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with
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Personal, Social and Emotional Development

Personal, Social and Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	- Understand and manage feelings - Build confidence and independence - Make friends and show kindness - Learn routines, boundaries, and basic self-care - Know how to stay safe and who can help them Learning is play-based and taught through stories, discussion, role play, and daily routines, rather than formal lessons.					
National Curriculum Links: PSHE	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Prior Learning 3-4 year olds	- Become more outgoing with unfamiliar people, in the safe context of their setting. - Play with one or more other children, extending and elaborating play ideas. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Show more confidence in new social situations. - Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Make healthy choices about food, drink, activity and tooth brushing. - Develop their sense of responsibility and membership of a community. - Understand gradually how others might be feeling.					

Strands: Self Regulation Managing Self Building Relationships	See themselves as a valuable individual. Manage their own needs	Identify and moderate their own feelings socially and emotionally Think about the perspectives of others.	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.	Build constructive and respectful relationships.	ELG: <u>Self-Regulation</u> *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> *Work and play cooperatively and take turns with others. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and to others' needs.
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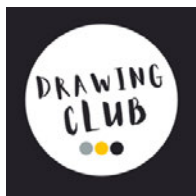
Physical Development

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Links: PE	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Prior Learning 3-4 year olds	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Use a comfortable grip with good control when holding pens and pencils. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.					
Strands:						

Gross Motor Skills Fine Motor Skills	Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping – climbing Further develop the skills they need to manage the school day successfully: lining up and queuing - mealtimes - personal hygiene Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Know/Talk about the different factors that support their overall health and wellbeing: regular physical activity/ healthy eating/ toothbrushing/ sensible amounts of screen time/ good sleep routine Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. Combine different movements with ease and fluency.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	ELG: <u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
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Literacy

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Links: English	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Prior Learning 3-4 year olds	Understand the five key concepts about print: print has meaning.	Understand the five key concepts about print: page sequencing. Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: the names of the different parts of a book. Develop their phonological awareness, so that they can: count or clap syllables in a word.	Understand the five key concepts about print: we read English text from left to right and from top to bottom. Develop their phonological awareness, so that they can: spot and suggest rhymes.	Understand the five key concepts about print: print can have different purposes. Write some or all of their name. Write some letters accurately.	Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Strands: Comprehension Word Reading Writing	Read individual letters by saying the sound for them Blend sounds into words, so that they can read short words made up of known letter- sound correspondences Read some letter groups that each	Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case and capital letters correctly.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words Write short sentences with words with known	Re-read what they have written to check that it makes sense Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	ELG: <u>Comprehension:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	



represent one sound and say sounds for them.

letter-sound correspondences using a capital letter and full stop

Word Reading:
Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing:
Write recognisable letters, most of which are correctly formed
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

RWI Phonics



Group B

Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers

Group C

Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers

Ditty

Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers

Red

Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers

Green

Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers

Understanding the World

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to the National Curriculum: History Geography PSHE	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Prior Learning 3-4 year olds	Begin to make sense of their own life-story and family's history. Explore how things work. Continue developing positive attitudes about the differences between people.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Use all their senses in hand-on exploration of natural materials.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Show interest in different occupations.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Strands: Past and Present People, Culture and Communities	Talk about members of their immediate family and community.	Name and describe people who are familiar to them.	Explore the natural world around them. Understand that some places are special to	Compare and contrast characters from stories, including figures from the past.	ELG: <u>Past and Present:</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now,	

The Natural World	Understand the effect of changing seasons on the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways.	Comment on images of familiar situations in the past. Draw information from a simple map.	members of their community. Recognise some environments that are different to the one in which they live.	Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside.	drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Expressive Art and Design

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to the National Curriculum: Art Design and Technology	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Prior Learning 3-4 year olds	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.		Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Draw with increasing complexity and detail, such as representing a face with a circle and including details.		Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour-mixing.	
Strands: Creating with Materials	Explore, use and refine a variety of artistic effects to	Return to and build on their previous learning, refining ideas and developing	Create collaboratively sharing ideas, resources and skills	Watch and talk about dance and performance art, expressing their feelings and responses.	ELG: <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques,	

Being Imaginative and Expressive	express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses.	their ability to represent them Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore and engage in music making and dance, performing solo or in groups.	experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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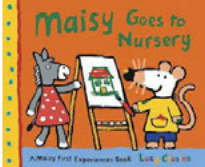
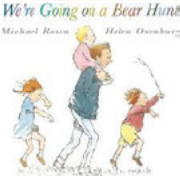
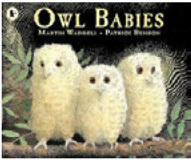
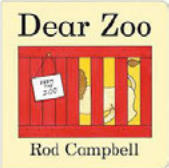
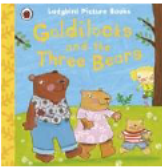
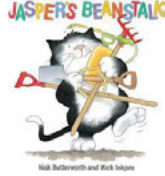
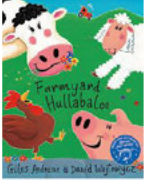
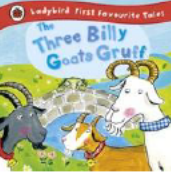
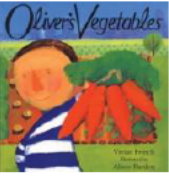
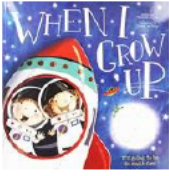
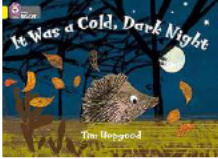
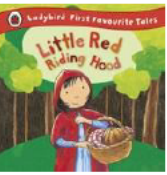
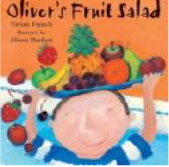
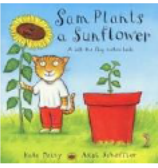
British Values

British Values	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

High Quality Texts Underpinning Our Curriculum

Nursery

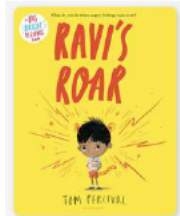
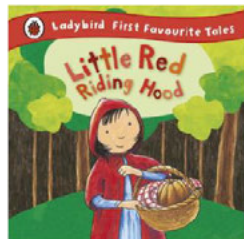
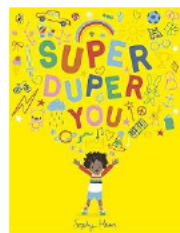
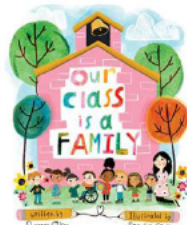
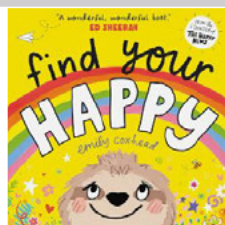
Key Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
					
					
					
					
					

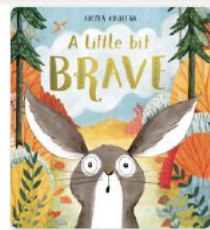
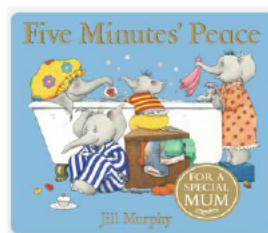
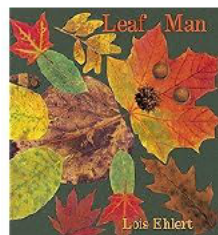
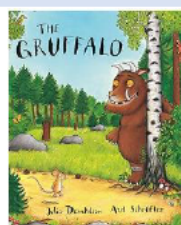
Reception

Key Texts

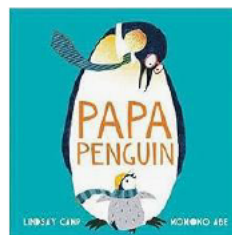
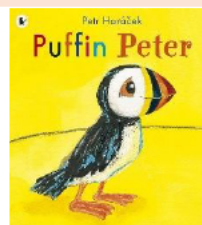
Autumn 1



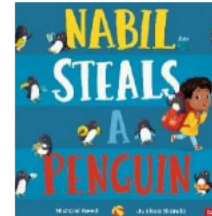
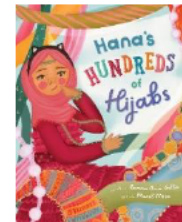
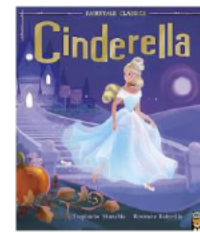
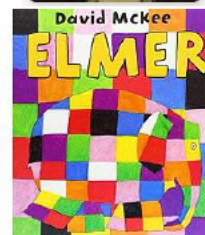
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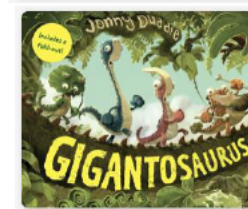
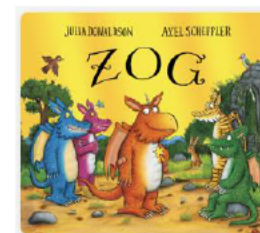
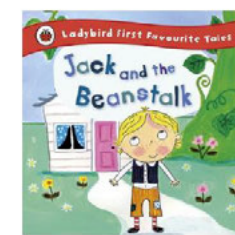
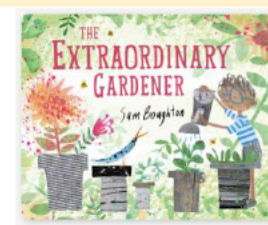
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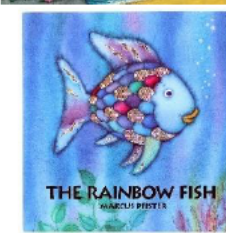
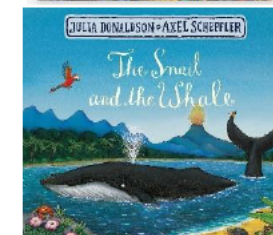
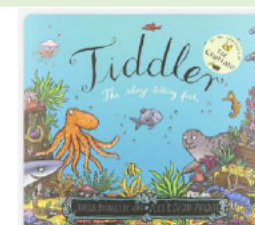
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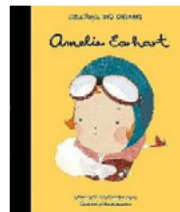
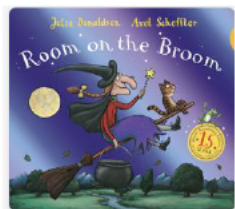


Summer 1



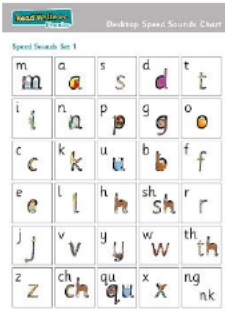
Summer 2





Phonics

Phonics begins in Nursery, as soon as the children are settled we begin introducing our pre-phonics programme 'Super Sounds.' As the children progress through Nursery this develops into RWI phonics in the Summer term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre Phonics Super Sounds  	Step 1 Phonics Step 2 Phonics Let's learn to make, match and copy everyday sounds. Let's learn to make, match and copy lots of sounds with our voices and bodies.	Step 2 Phonics Step 3 Phonics Let's learn to make, match and copy lots of sounds with our voices and bodies. Let's learn to break words into syllables by playing with rhythm	Step 3 Phonics Step 4 Phonics Let's learn to break words into syllables by playing with rhythm Let's learn to break spoken words into chunks by hearing, copying and making rhymes.	Step 4 Phonics Step 5 Phonics Let's learn to break spoken words into chunks by hearing, copying and making rhymes. Let's learn to hear the similarities and differences in spoken sounds at the start of words	Step 6 Phonics Let's learn to hear to hear and say separate sounds in words, ready for making and reading words when school starts Read Write Inc	Read Write Inc 

Through RWI our children at Brownlow Fold learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words (Set 1 and 2), then they learn to read the same sounds with alternate graphemes (Set 3).

Set 1						
m	a	s	d	t		
i	n	p	g	o		
c	k	u	b			
f	e	l	h	sh	r	
j	v	y	w			
th	z	ch	qu	x	ng	nk

Set 2		Set 3	
ay (play)	ee (see)	oi (spoil)	a-e (bake)
igh (high)	ow (snow)	o-e (home)	u-e (huge)
oo (boot)	oo (foot)	are (care)	ur (hurt)
ar (car)	or (fork)	ow (brown)	ai (rain)
air (fair)	ir (dirt)	ew (chew)	ire (fire)
ou (out)	oy (boy)	ure (pure)	

As well as learning to read real words, children have plenty of opportunity to apply their blending skills to read nonsense words (also known as alien words). These words are a key feature of the Year 1 Phonics Screening Check.



teb



ched



sheb

Progress in the Reception year should look like this -

	Autumn	Spring	Summer
Reception	At the end of the Autumn term children should be working within Group C. Children should be able to read all Set 1 sounds. Children should be able to blend sounds into words.	At the end of the Spring term children should be working within Red group. Children should be reading Red storybooks and reading Set 1 special friends.	At the end of the Autumn term children should be working within Green/Purple Group. Children should be reading green storybooks and reading the first 6 set 2 sounds.

Read Write Inc Tracker Grid

YR Phonics Tracker

Children working at expected or above

	Total	Set 1a	Set 1b	Set 1c	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey
Autumn 1													
End Autumn 2													
Spring 1													
End Spring 2													
Summer 1													
End Summer 2													

As soon as the children are able to blend the first sounds taught together, our phonic books are introduced, these are closely matched to the children's increasing knowledge of phonics and 'tricky' red words.

Storybook Group		Speed Sound Lesson
Ditty		Ditty Speed Sound Lesson • Teach Set 1 Special Friends • Teach Word Time 1.5-1.6 • Review Word Time 1.1-1.4 • Nonsense words (3 sound words) • Spell using Fred Fingers
Red Ditty		Ditty Speed Sounds Lesson • Quickly review Set 1 Sounds (reading only) • Teach Word Time 1.6-1.7 (4 and 5 sound words) • Review Word Time 1.1-1.5 • Nonsense words (3 and 4 sound words) • Spell using Fred fingers
Green/ Purple		Set 2 Speed Sound Lesson • Teach Set 2 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 Phonics Green Words • Nonsense words • Spell using Fred Fingers
Pink		Set 3 Speed Sound Lesson • Teach remaining Set 2 and Set 3 Sounds and corresponding Phonics Green Words • Review Set 1, and previously taught Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers
Orange		Set 3 Speed Sound Lesson • Teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers (focus on Set 2 Words)
Yellow		Set 3 Speed Sound Lesson • Teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers
Blue		Set 3 Speed Sound Lesson • Teach/review Set 3 Sounds and corresponding Phonics Green Words • Review Set 1, Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers, support correct grapheme choices
Grey		Set 3 Speed Sound Lesson • Review Set 1, Set 2 and Set 3 Sounds and corresponding Phonics Green Words • Nonsense Words • Spell using Fred Fingers, support correct grapheme choices

Handwriting

During phonics lessons, we arrange tables and chairs so all children can clearly see the board/whiteboard. Children practise sitting comfortably at a table to write. This is much more comfortable than sitting cross-legged, hunched over a whiteboard. We teach children that when we say 'perfect handwriting position' they quickly:

- put two feet on the floor
- push their bottom to the back of their chair
- tuck their chair under the table
- hold their pencil in a tripod grip
- place their other hand on their book or paper so it doesn't move around.

Pencil Grip Assessment Tracker

Communication is crucial to belonging, being and becoming. Children are social beings who are intrinsically motivated to exchange ideas, thoughts, questions and feelings, and to use a range of tools and media, to express themselves, connect with others and extend their learning. (EYLF Outcome 5: Children are effective Communicators)

Child Name:	
Grasp Type	Diagram
Term 1	Palmar Supinate
Term 2	Digital Pronate
Term 3	Four Finger
Term 4	Static Tripod
	Static Quadropod
	Dynamic Tripod

Term 1 Photo		Term 4 Photo	
☐ left-handed	☐ right-handed	☐ left-handed	☐ right-handed

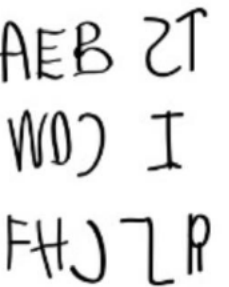


Writing Curriculum

Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Writing Progression in the EYFS							
Three – Four Years		Reception			Writing ELG		
Writing • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy • Write some or all of their name. • Write some letters accurately. Handwriting • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.		Writing • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Re-read what they have written to check that it makes sense. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Handwriting • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils • for drawing and writing. • Develop the foundations of a handwriting style which is fast, accurate and efficient.			Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. Handwriting • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.		
Early Steps Making Marks	I explore making marks, but I do not communicate meaning.	I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name.	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.	I write letters with spaces between them to resemble the idea of words	I copy words that I see in the environment around me.

	Random scribbling. 	meaning. 		name from memory. 			I often do not know what the words say. the I is see like 12345 onb my
Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy pto - potato sbr - strawberry	I can spell out and write down vc cvc words by matching letters and sounds, using Fred Fingers. at in up cat dog pig	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure. Expected	I write more challenging words with a sound knowledge. I use different spelling choices and more syllables. Plausible attempts Red words Adjacent consonants Alternative graphemes Split digraphs- home make Challenge
Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words.	Begins to be readable to others. Start to put finger spaces between my words and to use known words. I start to read my sentence. Expected		I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.	
Text forms and	I attempt to write simple labels.	I attempt to write simple labels.	I attempt to write simple lists.	I can write short captions and messages.	I can write a caption to match a picture	I can write more than one sentence about a	I can write at length (i.e. a well-known story).

purposes				I can write lists, greeting cards and menus.	Expected	picture	
Readiness for Year One							
• Hold pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. • Write simple sentences that can be read by others (including the use of some finger spaces) • Start to develop an understanding of capital letters and full stops • Begin to use digraphs when spelling • Begin to spell some red words accurately							

To write successfully, children need to:

- Sit upright with good posture.
- Stabilize their shoulders to allow the hand and fingers to move freely.
- Plan and carry out coordinated movements—like forming letters in sequence.
- Use eye-hand coordination to guide the pencil across the page.

If a child has low postural tone or weak shoulder stability, writing becomes tiring and messy. They may lean on the desk, fidget constantly, or complain of sore hands. Brain-body coordination (motor planning) plays a huge role too. Writing is a complex task that involves organising, timing, and executing movements in just the right way.

Gross Motor activities to build postural control and shoulder stability:

- Animal walks (bear crawl, crab walk, frog jumps)
- Crawling through tunnels or under tables
- Wheelbarrow walks (with a sibling or adult holding the legs)
- Yoga poses like downward dog or plank
- Climbing ladders or ropes at the playground
- Swinging, hanging, and pulling on monkey bars or tree branches
- Pushing/pulling heavy toys or a wagon
- Wall push-ups or slant board writing
- To improve motor planning and coordination:
- Obstacle courses with multiple steps and directions
- Sky writing big letters in the air using arms
- Body letter shapes—make letters using your whole body!
- Jumping jacks, clapping games, or hopscotch
- To develop eye-hand coordination:
- Throwing and catching beanbags or balls

Dough Disco

Dough disco involves moulding play dough in time to music and performing different actions such as rolling it into a ball, flattening it, putting each individual finger into the dough, rolling it into a sausage and squeezing it.

Children need to have strong muscles in their hands to enable them to write effectively. This is exercise for the fingers to improve fine motor control and gross motor skills. Doing these simple, fun exercises will help children prepare for writing.



Weeks	Move/dance
1-3	Move 1: Up and down, side to side, cross over
4-6	Move 2: The wiggle
7-9	Move 3: The circle
10-12	Move 4: The hump and Move 4 (part 2): The under hump
13-15	Move 5: The hook
16-18	Move 6: The spiral
19-21	Move 7: The wave
22-24	Move 8: Laid down 8 (then stand me up straight!)
25-27	Move 9: The straight line

Squiggle While you Wiggle

“Squiggle While You Wiggle” is an early writing programme designed for EYFS that combines large physical movements with mark-making to build children’s pre-writing skills. Using music, ribbons, and whole-body actions, children practise big motor movements—such as circles, lines, and patterns—that later translate into the fine-motor control needed for letter formation. The approach is energetic, playful, and highly engaging, helping children develop coordination, confidence, muscle strength, and a positive attitude towards writing.

Squiggle Whilst you Wiggle and Squiggle me into a Writer support mark making development and letter formation. In Reception, children learn letter formation through the use of RWI mnemonics, and when appropriate RWI handwriting videos. Squiggle works both gross and fine motor muscles, strengthens and trains muscles whilst mark making for the purpose of forming letters which lead to formal handwriting comprising of a 10-15-minute input session followed by an enhancement in the provision.

Drawing Club



Drawing Club is the approach we use in Reception to teach writing. It was created by Greg Bottrill and it brings the magic of story into the classroom.

Little Red Riding Hood					
Vocabulary	Monday	Tuesday	Wednesday	Thursday	Friday
Disguise Danger Hide Wolf Forest	Adult Input + Drawing Club				
	Character	Setting	Adventure time – I wonder...?		
	The wolf	What is in the forest?	Who is dressed up as granny?	How to keep red riding hood safe?	How to escape the wolf?

Reception Writing Timetable - example

Reception Writing Timetable 2025

This writing timetable applies to every day across the week.

Activities and expectations are personalised to each child's ability and is progressive throughout the year.

Time	Writing Opportunity
8.45 – 9.00am	Morning activities – writing on whiteboards as the children enter the classroom. This begins as name writing and letter formation practise. Over the year this develops into caption and sentence writing.
8.45 – 9.00am	Dough Disco – fine and gross motor group or Squiggle while you wriggle – fine and gross motor group
9.00 – 10.00am	Independent writing within continuous provision
9.00 – 9.30am	Guided writing with class teacher – every child writes every day – this is recorded in writing folders
9.15 – 9.30am	Phonics group 1 – writing during phonics (letter formation and word writing)
9.30 – 9.45am	Phonics group 2 – writing during phonics (letter formation and word writing)
10.15 – 10.30am	Phonics group 3 – writing during phonics (letter formation and word writing)
10.45 – 11.00am	Phonics group 4 – writing during phonics (letter formation and word writing)
11.00 – 11.30am	Small group additional writing practise
LUNCH	
12.30 – 1.00pm	Small group additional writing practise
2.00 – 3.00pm	Independent writing within continuous provision

Writing Outcomes

Autumn	Spring	Summer
Writing own name and simple words	Writing own name and simple words	Writing own name and simple words
Phonetically plausible attempts at new words	Writing tricky words from memory and making phonetically plausible attempts at new words	Writing tricky words from memory and making phonetically plausible attempts at new words
Simple Recount	Simple Recount	Oral sentence building
Labels/Speech Bubbles	Oral sentence building	Writing captions
Non fiction	Labels/Speech Bubbles	Writing simple sentences
Oral story telling	Captions/labelling	Description
Lists	Description	Lists
Story Recount	Lists	Instructions
Character profiles	Non-Fiction	Non-fiction
	Narrative	Narrative – retell and create

The Writing Framework (July 2025)

Summary

Writing is complex

Writing places significant demands on pupils' working memory so it is vital to teach it in a sequenced way that helps to manage those demands.

Teach handwriting and spelling in reception

Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition.

Sentence instruction is essential

All writing is made up of sentences. Knowledge of grammar helps pupils to control sentences and convey meaning, but it does not support their writing fluency when taught in isolation.

Spoken language is as important for writing as for reading

Pupils should compose orally while they are developing their transcription skills. This can still be valuable even when they can transcribe fluently.

Quality is more important than length

Pupils need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready.

The reception year is vital

The reception year builds the foundations that support pupils' writing throughout primary school and underpin their future success.

Identify pupils who need additional support

It is important to identify the pupils who need additional support with writing as early as possible, from reception onwards. Teachers can then adapt their teaching and make it accessible. This includes giving pupils more time and practice so that they can make good progress.

It will take time to tackle all the challenges in teaching writing

Schools should concentrate initially on teaching high-quality transcription and sentence instruction, while gradually developing broader writing skills.

Avoid focusing too heavily on test preparation

This can limit the development of skills and knowledge, stifling pupils' creativity and wider writing development.

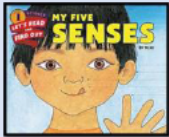
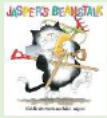
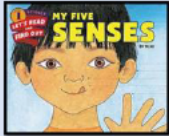
Leaders must establish the culture and curriculum

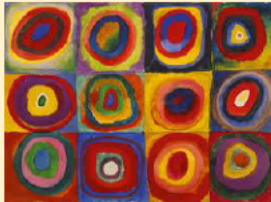
Leaders are responsible for:

- establishing a positive writing culture
- developing a well-sequenced curriculum
- ensuring that all teachers are trained to teach writing

National Curriculum Subject Content

Nursery Foundation Subject Overview

Areas of Learning	Autumn	Spring	Summer
Science	5 senses (Autumn 2) 	Exploring Winter (Spring 1) 	Natural Environment – The Very Hungry Caterpillar/Jasper's Beanstalk (Summer 1)  
Geography	5 senses (Autumn 2) 	Positional Language – We're Going on a Bear Hunt (Spring 1) 	Natural Environment – The Very Hungry Caterpillar/Jasper's Beanstalk (Summer 1)   Countries – (Summer 2)
History	Me and my family – (Autumn 1) 	People who help us – (Spring 2) 	
RE	Our RE curriculum enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. We do this through a balance of guided, planned teaching and children pursuing their own learning within our environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. We do this by looking at religious and non-religious worldviews through special people, books and times. Some ways in which we do this in Nursery are: • Creative play • Role play • Acting out stories about celebrations and festivals • Listening to religious music • Making and eating festival food • Talking and listening to each other. • Hearing and discussing stories. • Introducing religious vocabulary.		
Computing	Baby Loves Coding 	Chicken Clicking 	Troll Stinks 

Art and Design	Jackson Pollock 	Wassily Kandinsky 	
DT			Designer: Isamu Noguchi 
Music <i>(Nursery Rhymes taken from White Rose Maths)</i>	I'm a Little Teapot Old McDonald had a Farm Built It Up Twinkle, Twinkle, Little Star Polly put the Kettle on The Grand Old Duke of York Five Little Ducks Round and Round the Garden One Potato, Two Potato One, Two, Buckle my Shoe Here is the Beehive 1,2,3,4,5, Once I Caught a Fish Alive Baa Baa Black Sheep Wind the Bobbin Up When Goldilocks Went to the House of the Bears I Can Clap my Hands If You're Happy and You Know It Muffin Man Hokey Cokey	Tommy Thumb Two Little Dicky Birds Three Blind Mice 1,2,3,4,5, Once I Caught a Fish Alive When Goldilocks Went to the House of the Bears In and Out the Dusty Bluebells London Bridge is Falling Down Three Little Speckled Frogs Three Little Monkeys Three Little Men in a Flying Saucer One Man Went to Mow Humpty Dumpty Teddy Bears' Picnic 1,2,3 Black Dots	Twinkle, Twinkle, Little Star I'm a Little Teapot 1,2,3,4,5, Once I Caught a Fish Alive Baa Baa Black Sheep Wind the Bobbin Up Three Little Ducks Tongue Twisters Hickory Dickory Dock

Reception Foundation Subject Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	How will you create a self-portrait? (Self Portraits, Frida Kahlo, Vincent Van Gogh, Pablo Picasso)	Shapes			Do you know the art of a famous artist? (Famous Artists, Henri Matisse, Claude Monet)	
DT	Can you create a sculpture using a cardboard box? Chris Gilmour		How do I make a healthy snack? Charlotte Stirling Reed			
Geography		Do you know how to make a map of a simple journey? (Maps)	Do you know what it is like in a different environment? (Different Environments)	Do you know the differences between England and Pakistan? (Different Countries)		
History	What can you tell us about your family?		How would you change the world for the better? (Familiar Situations in the past)	Who helps us in our local community? (Community)		
Science	Why are there so many leaves on the floor? (seasonal changes over time)	Is it always Dark at Night Time? (nocturnal animals/shadows/moon and stars)	Why is it always cold in winter? (seasonal changes over time)	What can we look out for in Spring? (seasonal changes over time)	Why is our world so amazing? (animals)	Which clothes shall I wear in Summer? (seasonal changes over time)

*See Reception planning sequence for each foundation subject

Retrieval Practice in the EYFS

Cognitive overload can be a barrier to learning and can subsequently halt a child from achieving their potential. In the [EYFS](#), this is even more fundamental because if children cannot retain the building blocks for future learning, they may struggle throughout their schooling.

Learning must be broken down into manageable steps. This means children process just a few 'chunks' and then build on this in the next lesson.

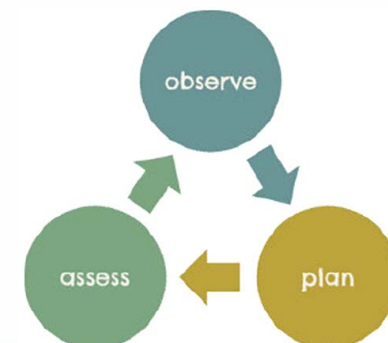
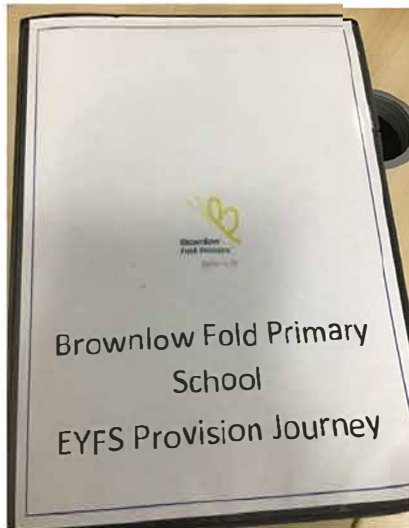
Reviewing, revisiting and **reactivating** prior learning is a powerful tool to build fluency. The method of frequent reviews allows children to build on what they know, especially when new concepts are introduced.

Teachers provide simple but clear models of the skills and content they are teaching enabling better outcomes. Using the power of talk to show simple thought processes and things that could go wrong will support speech. Scaffolding for more complex tasks will also help children.

Staff can use questioning in many ways. They can clarify a child's understanding or understanding of the child's learning process, rather than just seeking an answer.

Independent practice is essential to give learners time to process and practice tasks using the new concept and make sure children are not making too many mistakes. Learners need this time to rehearse. Rehearsal enables knowledge to become automated and a part of long term memory.

The cycle of planning, observing and assessing is key as part of retrieval practise.



Our Learning Journey is added to a classroom display each week, at the end of each half term this is moved into a floor book. The floor book is kept in the classroom for the children to freely look back on. This allows for natural reflective times within our provision. Adults are able to effectively question the children during these times as part of our retrieval practice.

EYFS Learning Environments

Reception Classroom



Nursery Classroom



References

EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 ELKLAN The reading framework: Teaching the foundations of literacy 2021 Bolton Start Well: The Communication and Language Journey Signalong

EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 ELKLAN Bolton Start Well: The Communication and Language Journey

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Bolton Start Well: The Number Journey

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EYFS Statutory Framework 2021 Development Matters 2021 Birth to Five Matters 2021 Greater Manchester Music Hub — Digital resources for music teachers. Engaging online learning for children (gmmusiconline.co.uk) The reading framework: Teaching the foundations of literacy 2021 Bolton Start Well: The Communication and Language Journey Bolton Start Well: The Mark Making to Writing Journey Signalong

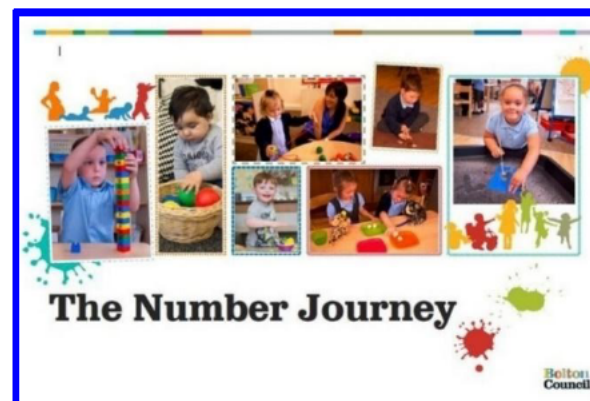
COEL – videos for CPD - <https://www.sirenfilms.co.uk/collections/coel-active-learning/>

East London Research school - <https://researchschool.org.uk/eastlondon>

Metacognition EYFS research article - https://my.chartered.college/impact_article/metacognition-in-a-diverse-nursery-school-in-east-london/

Lewis H (2018) Developing metacognition in young children: The impact of talking about thinking using video reflection as a stimulus. *Impact* 3: 33–36.

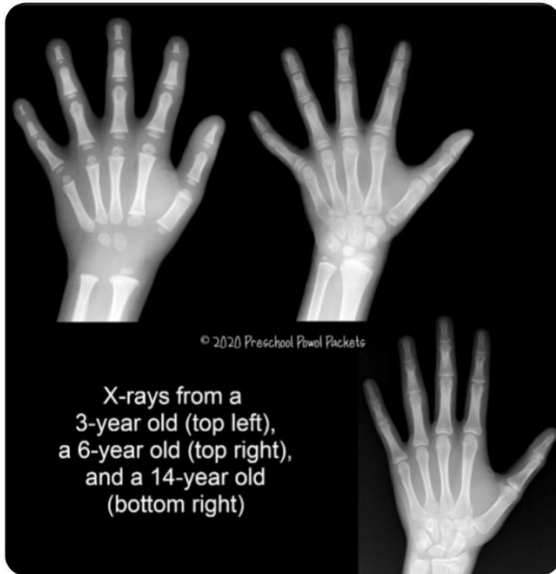
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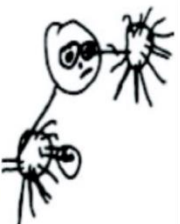
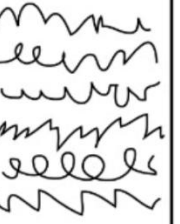
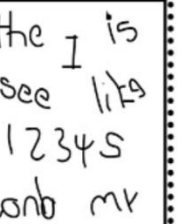
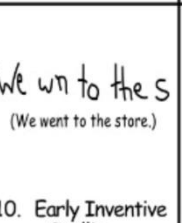
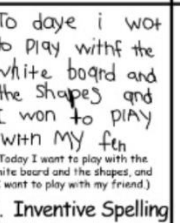
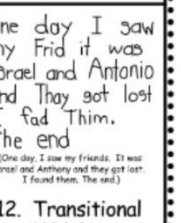


Appendices

Appendix A

Shows importance of allowing children to develop and strengthen the hand/finger muscles and age-appropriate expectations.



 1. Pictures	 2. Random Scribbling	 3. Scribble Writing (Written in linear fashion to mimic real writing.)	 4. Symbols That Represent Letters
 5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)	 6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)	 7. Letter Groups (The groups have spaces in between to resemble words.)	 8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)
 9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)	 10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)	 11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)	 12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)

Shows the developmental progression of a child's handwriting.

Appendix B

Early Grasp

Radial Cross Palmer



0-2 years

Pencil positioned across palm held with a fist hand.

Palmer Supinate



1-2 years

Pencil held like a dagger.

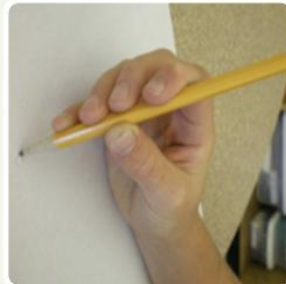
Digital Pronate Grasp



2-3 years

All fingers hold the pencil and the palm faces down towards the page.

Four Finger Grasp



3-4 years

Four fingers are held on the pencil beginning to form the arc between the thumb and index finger (web space).

Inefficient Grasp

Inter-Digital Brace



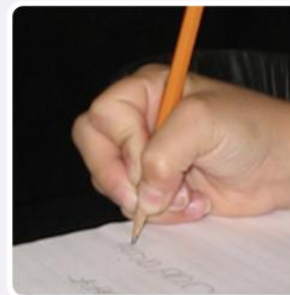
The pencil is held between the fingers of the hand.

Thumb Tuck Grasp



The thumb is tucked under the first three fingers or wrapped around them.

Key or Lateral Pinch Grasp



This grasp has the thumb positioned across the index finger closing the web space between the fingers.

Hyperextended Index Finger



Tripod grasp where the index finger is extended too far at the DIP (distal interphalangeal joint) due to excessive pressure.

Functional Grasp

Static Tripod Grasp



4-6 years

A 3 finger grasp where the thumb, index and third finger work together as one unit.

Dynamic Tripod Grasp



5-7 years

This tripod grasp is held by the first three fingers which move independently to the 4th and 5th fingers. The web space is open and becomes circular.

Lateral Tripod Grasp



The index finger lies on top of the pencil with the thumb across the index finger.

Practitioners should routinely offer activities that continue to build and strengthen children's muscles, working towards a functional grip.

Appendix C

- Early Literacy Approaches: Education Endowment Foundation | EEF
- Development Matters: Development Matters - GOV.UK (www.gov.uk)
- DfE: Writing - Help for early years providers - GOV.UK (education.gov.uk)
- Early Excellence: Developing language in Early Years (earlyexcellence.com)
- National Literacy Trust Early years: resources and tools for early language development and parental engagement | National Literacy Trust
- Drawing Club – Greg Bottrill
- Bolton Startwell Mark Making to Writing Journey